

Eligibility Using the RTI Model

The following criteria must be met:

1. Achievement that is not adequate for the child's age or for the attainment of state-approved grade-level standards, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards, including at least two scientific, research-based interventions in one or more of the following areas:
 - Oral Expression
 - Written Expression
 - Reading Fluency
 - Math Calculation
 - Listening Comprehension
 - Basic Reading Skills
 - Reading Comprehension
 - Math Problem Solving

OR

The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessment.

2. The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified (previous slide); or the IEP team determines the child needs an intervention, in order to make sufficient progress, that requires resources beyond what can be reasonably provided in general education.
3. The child exhibits characteristics of specific learning disabilities consistent with the definition that is not the primary results of:
 1. Sensory deficits
 2. Motor deficits
 3. Intellectual disability
 4. Environmental influences
 5. Cultural linguistic influences
 6. Economic influences
 7. Lack of instruction
 8. Limited English proficiency

The disability must:

1. Have an adverse effect on educational performance; and
2. Require specially designed instruction

Report Writing and RTI

What is included?

- Student strengths, reason for referral
- Background Information
- Tier I information and decisions
- Tier II information and decisions
- Tier III information and decisions
 - Progress monitoring data
- Any additional assessment information
- Summary and Recommendations

Background Information and Tier I Documentation

- Information needed for Background Information in a RTI Report
 - Student strengths
 - Reasons for referral
 - Social/development history
 - File review
 - Teacher/parent/student interviews
- Information needed for Tier I in a RTI Report
 - Hearing screening, vision screening
 - Implementation of a scientific research based intervention
 - Progress monitoring data
 - Documented parent and teacher assessment of the effectiveness of the intervention
 - Summary of conference(s) with parents/documentation of attempts to conference with parent
 - Review of existing data

Tier II Documentation

- Information needed for Tier II in a RTI Report
 - Analysis of Tier I scientific research-based intervention
 - Documented interventions/discontinuation of the intervention or implementation of a new scientific research-based intervention
 - Progress monitoring data
 - Documented parent and teacher assessment of the effectiveness of the intervention
 - Summary of conference(s) with parents and other school staff

Tier III Documentation

- Information needed for Tier III in a RTI Report
 - Analysis of Tier II scientific research-based intervention
 - Documented intervention/discontinuation of the intervention or implementation of a new scientific research-based intervention
 - Progress monitoring data
 - Documented parent, staff, and RTI team assessment of the effectiveness of the intervention
 - Summary of conference(s) with parents, school staff, and the RTI team
 - Speech language screening
 - Social/development history
 - Observation by an independent observer for the purpose of intervention and to inform instruction

Integrating Additional Assessments

- When additional (traditional) assessments needed:
 - To gather additional information
 - Request of parent
- Possible types of assessments:
 - IQ screening/measure to rule out ID
 - Achievement measure to confirm CBM data
 - Processing assessment to help determine appropriate educational strategies
- How to tie in with RTI:
 - Why team requested measure
 - Confirm/disconfirm team's hypothesis

RTI Report Summary

- Information needed for Summary (Tier IV) in a RTI Report
- Summarizing statements regarding entire process
- Specific analysis of Tier III intervention
 - Analysis of Tier III scientific research-based intervention
 - Documented intervention/discontinuation of the intervention or implementation of a new scientific research-based intervention
 - Summary of conference(s) with parents, school staff, and the RTI team
- Address eligibility questions

RTI Report Recommendations

- Information needed for recommendations in an RTI Report
 - Include recommendations about frequency and intensity
 - Resources required to meet goals
 - Recommend goals

More to Consider in a RTI Report

- Fidelity Concerns
 - School/process level
 - Direct Assessment
 - Indirect Assessment
 - Intervention level
 - Direct Assessment
 - Indirect Assessment
 - Fidelity activity

Progress Monitoring Review: The Basics

Definition

- Frequent, repeated data collection (no less than 2-3 times a week at Tier III) and analysis of student performance
- Data is collected during intervention and provides basis for intervention effectiveness

Basic Principles of PSM

- Progress monitoring an essential aspect of the intervention phase
- Decision making in regards to the effectiveness of an intervention is based on analysis of progress monitoring data in relation of goal
- **There is no guarantee that interventions will be successful, thus the intervention must be “tested” to evaluate effectiveness**
- Essential components that must be in place for successful progress monitoring
 - A well-defined target behavior
 - A measurement strategy
 - Identification of student’s current level of performance (baseline)
 - Intervention
 - Goal
 - Graph
 - Decision-making plan
- Standard against which progress can be compared
- Allows for aim line to be established
- Possible goals
 - State Norms
 - Percentile cutoff
 - State growth rates
 - Realistic and Ambitious growth rates (Fuchs and Fuchs)
 - National Norms/Standards/Benchmarks

Progress Monitoring Review: Graph

- Visual depiction of the student's performance data, relative to the goal and aim line
- Includes baseline data, goal, aim line, and progress monitoring data
- A visual representation of student's acquisition of skills and allows for easier analysis of progress
- Research has shown the charting also facilitates positive student outcomes

Progress Monitoring Review: Decision Making Plan

- Facilitates interpretation of data
- Should include:
 - Rule for raising performance goal
 - Rule for altering the intervention due to lack of progress
 - Minimum number of data points
 - When to change interventions

Progress Monitoring When Considering Eligibility:

- Two CBMs for each area considering eligibility
- Include fluency measures for academics
- Minimum number of data points met
- Must include graphs in report including baseline data, aim line, progress monitoring data and intervention phases
 - Can use either semi-log graph or equal interval graph
 - Consider the type of graph used by CBM product
 - Observe decision making rules
- Record behavior data (charts, graphs)

Progress Monitoring: Trend Lines

- Provides a visual representation (in line form) of student's progress compared to aim line.
- Microsoft Excel can add a trend line to a computer graph
- Can compute a trend line by hand

Progress Monitoring: Trend Line Procedures (adaptation of Tukey method)

- Step 1: Divide the data points into three equal sections by drawing two vertical lines. (If the points divide unevenly, group them approximately).
- Step 2: In the first and third sections, find the mean data-point and mean instructional week. Locate the place on the graph where the two values intersect and mark with an 'X.'
- Step 3: draw a line through the two "X's, extending to the margins of the graph. This represents the trend-line or line of improvement.

Progress Monitoring: Rate of Improvement/Growth Rates

- Amount of improvement divided by the time devoted to it
 - Number of words per minute a student obtains divided by the number of weeks of instruction needed to learn those words.
- Rate of improvement is demonstrated by a student's trend line (progress slope) in words
- Compares the student's progress, compared with CBM benchmarks, state standards, other students in the same age/grade group, and/or an expected rate of progress for peers

Progress Monitoring: Possible SLD Indicators

- Rate of Improvement
 - Student's rate of improvement is lower than that of typical peers despite intense intervention
 - Student's rate of improvement is that of typical peers with intense intervention
 - Student's rate of improvement is only slightly higher than typical peers with intense intervention
- CBM scores student's median performance is below that of his or her grade-placement peers by a discrepancy ratio of at least 2.0
 - Discrepancy ratio is calculated by dividing the peers' median performance by the target student's median performance
- Caution should be exercised when applying the median criterion for both very young students (kindergarten and 1st grade) and older students (7th grade and above)
- The student's instructional performance level is two or more grade levels below her or his current grade placement determined by CBM scores after intervention
 - Important to "sample down" when a student demonstrates very low performance (regular progress monitoring on below grade level)
 - When using lower grade level CBMs for progress monitoring, important to document progress on grade level CBMs as well (one or two over course of intervention)